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ABSTRACT

This publication, one of four academic courses developed for the Vocational Education for Special Students (VESS) program, is designed to serve those handicapped or disadvantaged students who need an alternative form of an academic curriculum to complete their local high school program. The course is to be taught in conjunction with a vocational education work experience program developed in cooperation with a local community college. This applied mathematics curriculum is designed to be offered on an individual basis. It includes a description of the course organization, course outline, and four course objectives. For each objective, tasks, learning activities, and resources are listed, along with space for the instructor/work experience leader to evaluate the students. A bibliography completes the package. (KC)

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VOCATIONAL EDUCATION

FOR

SPECIAL STUDENTS

MATHEMATICS IN THE WORKING WORLD

A HIGH SCHOOL COURSE

ESPECIALLY DEVELOPED FOR

VESS STUDENTS

ARROWHEAD EDUCATION AGENCY/IOWA CENTRAL COMMUNITY COLLEGE

FORT DODGE, IOWA

SUMMER, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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DISCLAIMER

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The Vocational Education Program for Special Students (VESS) has been developed through a series of cooperative arrangements between Iowa Central Community College, and Arrowhead Area Education Agency and local schools of Area 5. The first arrangement provided vocational training for those secondary (handicapped and disadvantaged) students to attend the Fort Dodge Center of Iowa Central Community College. The second phase of the project was to develop a community based model of vocational training to serve those students in rural areas in situations where it was inappropriate to attend the Fort Dodge Center of Iowa Central Community College. The second project was entitled, "Effective Strategies and Techniques to Improve Vocational Preparation and Transition into Employment for Handicapped and Disadvantaged Persons," (July 1, 1981 - June 30, 1982), and was a grant from the Special Needs Division of the Department of Public Instruction, State of Iowa.

This series of guides and material has been gathered and developed to facilitate Vocational Education for Special Students (VESS). The special students are what the Department of Public Instruction refers to as Special Needs and Special Education students.

SPECIAL THANKS AND ACKNOWLEDGEMENT IS GIVEN TO

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INTRODUCTION

Purpose

It has been demonstrated that some handicapped and disadvantaged students who enter vocational programs have not completed required courses in high school. It has also been identified that course matrixes can be developed that identify course concepts that can be taught through assignments created to compliment the student's activity at a vocational training site. The major courses that are needed are: Functional English, Functional Math, Government, and Health. Students not having completed required courses led to the development of this course matrix, and the development of the four courses that are part of this curriculum. The curriculum is designed to be extremely flexible; whereby, it can be tailored to the individual needs of each student participating in a vocational training program. These courses may be used whether the student is receiving a training program at a community site, or in a laboratory setting in the community school system, or at the community college.

Population

These courses were designed to meet the traditional requirements for graduation by providing flexible course content that emphasizes the application of course content to everyday living. The need for this type of curriculum is readily acknowledged by most special educators. Therefore, these courses were designed specifically for the needs of the handicapped and disadvantaged.

Assessment

The assessment column identifies the specific test item for the Brigance - "Essential Skills Inventory" that may be used to determine if the student has mastered the given objective. When an item is not listed it indicates that there is not an appropriate Brigance test item to use. In these cases the instructor will need to construct a test item to use to determine mastery.

ACADEMIC COURSES

Four academic courses have been developed for the VESS Program. The courses were designed to serve those students who need an alternative form of an academic curriculum to complete their local high school programs. The four courses are:

American Government for Working Citizens
English in the Working World
Mathematics in the Working World
Personal Health in Today's World

SPECIAL THANKS TO THE FOLLOWING WRITERS WHO WORKED SPECIFICALLY ON THIS MATH COURSE:

Marilyn Vale, Special Education Consultant, Jefferson
Jan McMahill, VESS Field Coordinator

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ORGANIZATION OF CURRICULUM

The curriculum is designed to be offered on an individual basis. A community based program, as well as a classroom based program, can effectively utilize this curriculum. The following steps are to be taken in implementation of this curriculum for a given student:

1. Determine the course or courses that will be taken. There are four courses: Functional English, Functional Math, Health, and Government.

2. Determine the amount of coursework that will be required to earn one unit of credit. It is recommended that fifteen to twenty assignment sheets be completed to earn one unit of credit.

3. Select at least four course concepts that will be used to develop assignment sheets for the student. The instructor may select the concepts; however, it is recommended the selection be the result of:

   a. reviewing the student situation, as it relates to the student's vocational site or vocational programming.
   b. reviewing the student's interest and aptitudes.
   c. receiving input from other school personnel.
   d. receiving input from the student.

   Other concepts will be selected as needed to complete the coursework.

4. Review the curriculum guide to determine if suggested activities and resources are applicable to this student's situation.

5. The instructor and student meet to develop the assignment sheet. It is important that the student have an opportunity to have input regarding the assignment sheet.

6. The student completes the assignment sheets and returns the work to the instructor.

7. The work of the student is evaluated, and a grade is assigned. Please refer to the Basic Manual for a sample of completed assignment sheet and note the grading procedures that were used. You will note that an A, B, C grade was used; however, the grading system should be adjusted to the needs of the student and the school situation.

8. A new assignment sheet is developed in accordance with the previous procedures.

9. After the coursework has been completed, a final grade is assigned. The grade is reviewed by the CVP and is reported to the necessary school personnel; whereby, credit is granted to the student.

COURSE CONCEPTS

MATH

M-1 Demonstrate the ability to correctly compute routine mathematical calculations independently.

- 1.1 Identify the meaning of basic math concepts
- 1.2 Identify the meaning of math symbols
- 1.3 Identify the meaning of basic vocabulary
- 1.4 Recognize numerals 0 to 1,000,000
- 1.6 Identify odd and even numbers
- 1.7 Identify place values up to one million
- 1.8 Identify relationship of Arabic Numbers to Roman Numerals
- 1.9 Identify correct procedures for rounding off numbers
- 1.10 Add 1, 2 and 3 digit numbers with and without carrying
- 1.11 Subtract 1, 2 and 3 digit numbers with and without borrowing
- 1.12 Multiply 1, 2 and 3 digit numbers with and without carrying
- 1.13 Divide 1, 2 and 3 digit numbers with and without remainders
- 1.14 Identify when it is appropriate to use addition, subtraction, mulitplication and/or division
- 1.15 Identify meaning of vocabulary used with fractions
- 1.16 Divide sets into specific equal parts
- 1.17 Identify the characteristics of the denominator
- 1.18 Identify the characteristics of the numerator
- 1.19 Identify the characteristics of equivalent fractions
- 1.20 Identify how to find common denominators
- 1.21 Identify procedures to use in the conversion of fractions
- 1.22 Add and subtract fractions having common and uncommon denominators
- 1.23 Multiply fractional numbers having both common and uncommon denominators
- 1.24 Divide fractional numbers with both common and uncommon denominators
- 1.25 Compute the fractional cost of an item
- 1.26 Identify decimals as tenth, hundredth, thousandth, 10 thousandth and 100 thousandth
- 1.27 Write decimals in order of value
- 1.28 Solve addition problems using decimal numbers
- 1.29 Solve subtraction problems using decimal numbers
- 1.30 Solve multiplication problems using decimal numbers
- 1.31 Solve division problems using decimal numbers
- 1.32 Identify the meaning of percent and ratio
- 1.33 Solve word problems requiring the use of percentage
- 1.34 Convert fraction to percent and vice versa
- 1.35 Convert fractions into decimals and vice versa
- 1.36 Express a percent as a decimal fraction and vice versa

M-2 Demonstrate the ability to correctly use measurement.

- 2.1 (A & B) Recognize and correctly use tools of linear measurement (inches, feet, yards, etc.)
- 2.2 Recognize and correctly use items used to measure volume (pints, quarts, and gallons).
- 2.3 Recognize and correctly use tools to measure mass (ounces and pounds)
- 2.4 Convert linear units of measure (inches, feet, etc.)
- 2.5 Convert units of measure for volume (pints, quarts, gallons, etc.)
- 2.6 Identify the use of thermometers
- 2.7 Read a fahrenheit thermometer
- 2.8 Set temperatures for cooking appliances in accordance with recipe requirements
- 2.9 Recognize and correctly use tools of linear measurement (centimeters, millimeters, etc.)
- 2.10 Recognize and correctly use items used to measure volume (liter, kiloliter, etc.)
- 2.11 Recognize and correctly use tools to measure mass (grams, kilograms)
- 2.12 Convert English measurements of mass to metric measurements
- 2.13 Convert metric measures of area to smaller and larger units
- 2.14 Convert metric measures of volume and mass to smaller and larger units
- 2.15 Read correctly celsius scale thermometers
- 2.16 Compute average for various units of measure

M-3 Demonstrate the ability to correctly use calculation procedures regarding money.

- 3.1 Identify the correct use of vocabulary regarding money
- 3.2 Identify the value of a given quantity of money
- 3.3 Combine like coins to get a total value
- 3.4 Convert one monetary unit to another
- 3.5 Group unlike coins to equal given amount
- 3.6 Identify the least number of bills required to equal a given amount
- 3.7 Convert cents to dollars and vice versa
- 3.8 Compute the total cost of given purchases
- 3.9 Compute the cost of items including sales taxes
- 3.10 Compute weekly salary
- 3.11 Identify the cost of items when priced in groups
- 3.12 Count paper currency amounts to $100
- 3.13 Count coin amounts to $10
- 3.14 Identify the names of coins and bills to $100
- 3.15 (A & B) Count correct change

M-3 (Continued)

3.16 Determine cost of item by reading price tag
3.17 Determine the difference between two sums of money having up to three digits
3.18 Determine the most economical item from a list of two or more items
3.19 Describe how to use shopping coupons
3.20 Identify characteristics of fake advertising schemes
3.21 Identify ways of avoiding false advertisement traps
3.22 Identify the rationale for saving money
3.23 Identify procedures for opening a savings account
3.24 Determine earning on savings accounts
3.25 Identify procedures for making entries in savings account
3.26 Identify procedures for completing checking account transactions
3.27 Identify procedures for applying for a credit card
3.28 Identify meaning of credit card contract
3.29 Compute interest for credit cards
3.30 Determine procedures for maintaining accurate record of credit card transactions
3.31 Identify the meaning of a credit card statement
3.32 Identify words associated with financial institutions
3.33 Identify services associated with financial institutions
3.34 Identify insurances most commonly used
3.35 Identify the value and cost of insurance
3.36 Identify how personal income is spent
3.37 Identify procedures for paying personal bills
3.38 Identify penalties for not meeting financial obligations
3.39 Identify ways to plan for upcoming expenditures

M-4 Demonstrate the ability to correctly compute time and use instruments to determine time

4.1 Identify the time regardless of clock face
4.2 Identify and convert equivalent units of time
4.3 Name in order the days of the week, months of the year, holidays and seasons
4.4 Convert equivalent calendar units
4.5 Spell, capitalize and punctuate the days of the week
4.6 Spell, capitalize and punctuate the months of the year
4.7 Read and spell number words
4.8 Figure future time
4.9 Figure past time
4.10 Compute time duration when given two specific times

M-5 Demonstrate the ability to correctly interpret information found on maps, charts, tables and forms.

- 5.1 Identify the ability to correctly interpret tables
- 5.2 Calculate distance using maps and scale drawings
- 5.3 Read and interpret schedules
- 5.4 Identify information needed to construct bar graph
- 5.5 Draw a pictograph
- 5.6 Identify characteristics of circle graph
- 5.7 Identify characteristics of line graph
- 5.8 Identify when work permit is required
- 5.9 Identify procedure for procuring a birth certificate
- 5.10 Identify procedure for procuring a social security card
- 5.11 Complete a job application form
- 5.12 Complete a W-4 form
- 5.13 Complete a 104A tax return form
- 5.14 Complete payroll time card
- 5.15 Explain each section of a statement of earnings and deductions

COURSE: MATH

GOAL: M-1 Read and comprehend basic vocabulary required to solve routine math calculations independently.

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.1 Identify and explain basic math concepts: up-down, in-out, left-right, high-low, first-last, top-bottom, under-over, front-back, on-under, here-there, pair, before-behind, middle, above-below, far-near, around, center, edge, many-few, greater than, less than, cupful, before-after, once-twice, big-little, yes-no, large-small, all-some, none, double, begin-end, beside, empty-full, equals.	T-1	Draw simple diagrams to illustrate each concept.	
1.2 Recognize the following symbols and abbreviations: addition (+), subtraction (-), multiplication (x), division (÷, $\overline{)}$), greater than, ($>$), less than ($<$), equal (=), does not equal ($\neq$), dollars ($), cents (¢), feet (', ft.), inch (", in.), percent (%), hour (', hr.), minute (", min.), pounds (#, lbs.), ounces (oz.), degrees (°).	D-3	Match symbols with definition for symbol.	Mathematics for Employment, 1 & 2 throughout (example on p. 71).
1.3 Define the following specified terms: whole number, equal, add, subtract, multiply, divide, numerator, demoninator, proper fraction, mixed numeral, sum, difference, divisor, quotient, remainder, average, place, value, round number, odd, even, and scale drawing.	T-1 & T-2	Correctly use the words in sentences, or in a written pargraph.	Exploring Modern Mathematics, Book II, Chapters 2 & 9. Dictionary of Mathematics.

COURSE: MATH

GOAL: M-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.4 Read and recognize numerals to: 10; 50; 100; 1,000; 10,000; 100,000; 1,000,000; 10,000,000; 100,000,000; 1,000,000,000.	L-1	Roll number dice, place in order, and read number. Read numbers as pointed to randomly on number chart Play Bingo. Push random numbers on a calculator and read the result. Read date from calendar daily. Use the calendar to count days in one week, how many Sundays, etc.	Bingo - Milton Bradley. A First Program in Mathematics, Dickenson Publishing Company, Inc. Computer Programs: Guess, Kids 1, Artil, Sequen, Diamon.
1.5 Write numbers in sequence to: 10; 50; 100; 1,000; 10,000; 100,000; 1,000,000; 10,000,000: 100,000,000; 1,000,000,000.	L-2 & L-3	Roll number dice and write the value on paper. Use as many dice as place value. Roll number dice, then write as many combinations as possible (ex. 1,324; 4,231; 2,431; 3,421). Given a list of different numbers, find a picture to represent each number (ex.11 could be matched to a first string offensive football team).	Real Life Math Skills, p. 116. Introduction to Modern Mathematics, Encyclopedia Britannica Education Corporation.
1.6 Identify odd and even numbers.	L-2	Find out 10 people's birthdays. How many were born on odd days? How many were born on even? odd months? even? (can use ages).	

COURSE: MATH

GOAL: M-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.7 Identify place value for ones, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, tenths, hundredths, thousandths, and millionths.		Use an abacus board to represent different values. Use ordinal numbers in daily calendar exercises.	
1.8 Inter-change Arabic and Roman Numerals 1-1,000.		Convert Roman Numerals found on clocks, gravestones, book chapters and copyright dates to Arabic numerals. Write important dates using Roman Numerals and let someone else convert to Arabic.	Arithmetic That We Need, pp. 15-20 (Roman Numerals 1-1,000). Frank Richards E. Publishing Company, Inc. Real Life Math Skills, Scholastic, pp. 19 & 20. Classmate 88 Calculator Number Concepts #13.
1.9 Round off numbers to the nearest: 10; 100; 1,000; 10,000; 100,000.	L-4	Using price list or sales slip, have student round off prices to get an approximate total.	Computer Program: Aril, Estim 8, Roundo. Introduction to Arithmetic, Cambridge Book Company
1.10 Add 1, 2, and 3 digit numbers, with and without carrying.	N-2	Figure how many hours worked per week, how many miles traveled to work per week, etc. Add the total number of workers in a given business by department.	Mathematics for Employment, Part I, Mafex, pp. 1-80. Real Life Math Skills, Scholastic, pp. 8-10.
1.11 Subtract 1, 2, and 3 digit numbers, with and without borrowing.	N-3	Figure out net pay when given deductions and gross pay.	Mathematics for Employment, Part I, Mafex, pp. 14-26. Real Life Math Skills, Scholastic, pp. 11-12

COURSE: MATH

GOAL: M-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.12 Compute problems in multiplication using 1, 2, and 3 digit numbers, with and without carrying.	N-4	Given a series of problems from the job site (days per week/month/year worked, how many miles traveled to work per week/month/year) the student will solve the problems.	A First Program In Mathematics, Dickenson Publishing Company, Inc. Mathematics for Employment, Part I, Mafex pp. 27-47. Real Life Math Skills, Scholastic, pp. 13-15.
1.13 Compute problems in division using 1, 2, and 3 digit numbers, with and without remainders.	N-5	Given a series of problems from the job site (days per week/month/year worked, how many miles traveled to work per week/month/year) the student will solve the problems.	Mathematics for Employment Part I, Mafex, pp. 48-71. Real Life Math Skills, Scholastic, pp. 16-18. Introduction to Arithmetic, Cambridge Book Company.
1.14 Define when addition, subtraction, multiplication, and/or division is applicable when solving a problem.		Find examples of when each of the math functions might be used on a job or around the house.	Moving Up In Story Problems, DLM. Introduction to Modern Mathematics, Encyclopedia Britannica Educational Corporation.
1.15 Identify vocabulary for fractions: denominator, numerator, part, equal part, whole, improper, proper, mixed number, lowest term, equivalent fractions.	T-1	Beside each term, illustrate an example of what is meant (i.e., draw, or circle a fraction part).	Programmed Math, Sullivan Associates Program - Book 6, Fractions. Spotlight on Math Fractions, Random House.

COURSE: MATH

GOAL: M-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.16 Identify and divide shapes or sets into specified equal parts: halves, thirds, etc.	0-3	Cut a pie or apple into designated equal sections.	Fix-A-Fraction Squares 2409 and Fix-A-Fraction Circles 2409 Lauri. Computer Programs: Drill, Addfra, Final, Reduce.
1.17 Identify the denominator as the total number of equal parts that are contained in a whole or set.	T-1 & O-2	Collect data from a given job site (i.e., how many rooms were cleaned, number of a specific item sold, color comparisons of a given item). In each situation, indicate the total number in the category. Write fractions for the collected data, establish procedures, add or subtract to check the remaining fractional part. Given a map of a township of a rural area, color sections to represent the fractional numerator.	Basic Mathematics, Continuing Education Systems, Inc. Media Materials Sound Filmstrips 9921-9925. Developmental Math, Module II, Paul S. Amidon & Associates, Inc. Introduction to Modern Mathematics, Encylopedia Britannica Educational Corporation. Introduction to Arithmetic, Cambridge Book Company. A First Program in Mathematics, Dickenson Publishing Company, Inc.
1.18 Identify the numerator as the given number of parts of the whole set.	T-1 & O-2		
1.19 Identify equivalent fractions.	T-1 & O-2	Make a poster showing equality of fractions with construction paper shapes. 1/2 = 1/4 + 1/4 = 1/8 + 1/8 = 1/16 + 1/16 1/2 = 50¢, 1/4 = 25¢, 1/5 = 20¢	
1.20 Illustrate how to find a common denominator.	O-5	Increase a recipe for a crowd or party.	(See resources for 1.15-1.19.)

COURSE: MATH

GOAL: M-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.21 Convert fractions to: lowest terms, higher terms, improper to mixed numerals, mixed numerals to improper fractions.	O-5	Actually measure out some ingredients both ways (3/3 c. and 1 c. or 3/2 c. and 1 1/2 c.). Pick a fraction and write it as many ways as possible. Explain several situations when converting fractions would be necessary.	
1.22 Add and subtract fractions having both common and uncommon denominators.	O-6 & O-7	Figure total yards of fabric needed to complete several views on a pattern.	(See resources for 1.15-1.19.)
1.23 Multiply fractional numbers having both common and uncommon denominators.	O-8	Compute how much meat to buy for a number of people for: 1/4 lb. servings 1/3 lb. servings 1/2 lb. servings } Count children under 6 years as 1/2 adult portion. How long to cook a turkey - compute from label information.	
1.24 Divide fractional numbers with both common and uncommon denominators.	O-9	Reduce a recipe.	
1.25 Compute the fractional cost of an item.	W-4	Find ad from sales bulletins and figure the new price for items marked 1/2 off, 1/3 savings, etc.	

COURSE: MATH

GOAL: M-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.26 Identify decimals as tenth, hundredth, thousandth, 10 thousandth, and 100 thousandth.	P-2	Given a list of decimal numbers, read each number aloud.	Introduction to Modern Mathematics, Encyclopedia Britannica Educational Corporation. Introduction to Arithmetic, Cambridge Book Company.
1.27 When presented with a list of decimal numbers, the student will write the decimals in order of value.	P-2	Using a grocery tape, put the amounts in order of value from smallest to largest amount.	Basic Mathematics, Continuing Education Systems, Inc. A First Program in Mathematics, Dickenson Publishing Company, Inc.
1.28 Solve addition problems when using decimal numbers.	P-3	Figure out the cost of lunch if four people went to lunch and received one tab.	Introduction to Modern Mathematics, Encyclopedia Britannica Educational Corporation.
1.29 Solve subtraction problems when using decimal numbers.	P-4	Order from a menu in a local restaurant. Compute the cost of the meal and how much change will be returned from a $5 or $10 bill.	Introduction to Arithmetic, Cambridge Book Company.
1.30 Solve multiplication problems when using decimal numbers.	P-4 (P-5)	Figure total amount of money earned in a day, week, and/or month given hourly rate and number of hours worked.	Basic Mathematics, Continuing Education Systems, Inc. A First Program in Mathematics, Dickenson Publishing Company, Inc.

COURSE: MATH

GOAL: M-I (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.31 Solve division problems when using decimal numbers.	P-6	Name several commonly purchased food items, then go to the grocery store and record every brand available for each item, container, sizes, and prices. Using this information, compute the cost per unit (usually ounces) to determine the most economical brands on the basis of cost.	
1.32 Identify and define the meaning of percent and ratio.	Q-1	Discuss with another person the meaning of percents and ratios. List ways they are used (i.e., the ratio of ingredients in a cake recipe or the ratio of men to women in certain cities).	Introduction to Modern Mathematics, Encyclopedia Britannica Educational Corporation.
1.33 Compute correct solutions when presented with simple word problems that require the comprehension of the concept of percentage.	Q-1	Compute the sales tax on a major purchase. Compute the interest rate on the unpaid balance of a stereo when given the amount, the rate of interest, and the time period. Determine what percentage of the time he/she is at a work site in relationship to 24 hours.	Basic Mathematics, Continuing Education Systems, Inc. A First Program in Mathematics, Dickenson Publishing Company, Inc.
1.34 Convert fractions to percents and vice versa.	Q-2 & Q-3	Convert employment percentages in different job areas (found in statistical abstracts) into fractions.	Introduction to Modern Mathematics, Encyclopedia Britannica Educational Corporation.

COURSE: MATH

GOAL: M-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.35 Convert fractions into decimals and vice versa.	O-5	Use the stock market page in the newspaper to convert fractions into decimals.	Basic Mathematics, Continuing Education Systems, Inc.
1.36 Express a percent as a decimal fraction and vice versa.	Q-4	Use decimal fractions to figure savings on sale items as advertised in a newspaper or catalog. Convert baseball decimals to percentages.	A First Program In Mathematics, Dickenson Publishing Company, Inc.

COURSE: MATH

GOAL: M-2 Identify an appropriate English unit for a designated measurement and/or problem.

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.1A Recognize and use tools of linear measure: ruler, yard stick, tape measure.	R-11	Measure distances and objects in a place of employment to the nearest inch. Measure the length of a football field and express the length in yards.	Introduction to Arithmetic, Cambridge Book Company. Basic Mathematics, Continuing Education Systems, Inc.
2.1B Identify and measure objects using the linear units: inch, foot, yard, mile.	R-11	Determine the distance between two given communities by using the odometer on a car. Measure the length and width of fabric in inches to make a blouse. Determine the distance on a road map by using the scale of miles. Determine the various lengths of 2' x 4's in the yard in feet.	A First Program in Mathematics, Dickenson Publishing Company, Inc.
2.2 Identify and measure volume using cups, pints, quarts, and gallons.	O-4	Accurately measure the ingredients in a recipe when cooking and baking.	
2.3 Identify and measure mass using ounces and pounds.	S-14 (only use pounds rather than kilograms)	Using a scale correctly, weigh 5 other people to the nearest lb.	

COURSE: MATH

GOAL: M-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.4 When presented with incomplete equations about English measurement units, the student will complete the equations.	R-12	Convert a football field length from yards to feet to inches. Using old time charts from a place of employment, convert hours to minutes and vice versa.	Introduction to Arithmetic, Cambridge Book Company. Basic Mathematics, Continuing Education Systems, Inc.
2.5 Convert English units to units of equal value.	R-13	Practice converting English units to units of equal value in a grocery store (i.e., gallon of milk equals 4 quarts, 25 yards of aluminum foil equals 75 feet, etc.).	A First Program in Mathematics, Dickenson Publishing Company, Inc.
2.6 Recognize and know the uses of a thermometer: indoor, outdoor, medical, cooking (candy and meat), oven, etc.	R-15	Make a collage or a bulletin board showing various uses of the thermometer.	Figure It Out, Follet Publishing Company, p. 19.
2.7 Read a Fahrenheit thermometer.	R-15	Take one outdoor reading each day for one week using a Fahrenheit thermometer. Record the temperatures then compare them with the recordings reported in the newspaper for that same week.	A First Program in Mathematics, Dickenson Publishing Company, Inc.
2.8 Use measurement for cooking.	Y-3	Complete a cooking project involving use of temperature controls and a thermometer (i.e., make taffy using a candy thermometer).	
2.9A Recognize and use tools of linear measure: ruler, tape measure, meter stick.	R-11	Measure distances and objects in a place of employment to the nearest centimeter.	Basic Mathematics, Continuing Education Systems, Inc.

COURSE: MATH

GOAL: M-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Measure the length of a football field and express the length in meters and centimeters.	A First Program in Mathematics, Dickenson Publishing Company, Inc.
2.9B Identify and measure objects using linear units: meter, centimeter, kilometer, millimeter.	S-1 & S-2	Calculate the distance of a trip in kilometers.	
2.10 Identify and measure objects using units of volume: liter, kiloliter, milliliter.	S-1 & S-2	Use a metric cookbook and utinsels to bake a cake.	
2.11 Identify and measure mass using grams and kilograms.	S-1 & S-2	Weigh five people on a metric scale.	
2.12 Given a list of English measurements and metric equivalents for each English measurement, match the equivalents.	S-11	Convert English measurements in a recipe to metric measurements.	Basic Mathematics, Continuing Education Systems, Inc. A First Program in Mathematics, Dickenson Publishing Company, Inc.
2.13 Given square and cubic area and volume metric units, convert the measurements to smaller or larger metric units.	S-9	Make a chart of all of the metric measurements starting with the smallest units and progressing to the largest.	
2.14 Given volume and mass metric units, convert the measurements to smaller or larger metric units.	S-10	Use the above chart to convert metric measurements from smaller to larger units and vice versa.	

COURSE: MATH

GOAL: M-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.15 When presented with thermometers marked in °C, read the thermometers accurately.	S-12	Take 12 readings of a thermometer with a Celcius scale and record the temperatures on a line graph. Record the units of measurement taken from a rain gauge marked with the Celsius scale to determine the rainfall in a given week.	A First Program in Mathematics, Dickenson Publishing Company, Inc. Figure It Out, Follet Publishing Company, p. 19
2.16 The student will find the average of two or more numbers.	N-6	Figure average height of co-workers (in inches). Using a newspaper, figure average temperature for a month in a given place. Compute bowling averages. Compute the miles per gallon of gas when given the number of miles driven and the number of gallons used in a full size car and a compact car.	Mathematics for Today, Blue Book, Oxford, Chapter 6, p. 112.

COURSE: MATH

GOAL: M-3 Give the value of collections of coins and bills.

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.1 Identify vocabulary dealing with money: dollar, cent, penny, nickel, dime, quarter, half-dollar, bill, coin, change, amount.	T-1 & R-1	Go through a sale advertisement or catalog and read monetary values.	Paper Money and Coins, DLM. Moving Up in Money, DLM. Money Makes Sense, Fearon. Using Dollars and Sense, Fearon.
3.2 State names and give values of coins and bills: penny, nickel, dime, quarter, half-dollar, dollar, etc.	R-1	Identify coins in own purse or pocket giving value of each. Put in order of value.	Working Makes Sense, Fearon. Money Bingo Level 1 & 2, Teaching Resources. Introduction to Arithmetic, Cambridge Book Company
3.3 Combine like coins to get a total value: pennies, nickels, dimes, quarters, half-dollars, dollars, etc.	W-2	Practice counting like coins with play or real money.	
3.4 Convert one monetary unit to another (i.e., 1 nickel = 5 pennies, 1 dime = 2 nickels = 10 pennies, 1 quarter = 5 nickels = 25 pennies, etc.)	R-1 & R-3	Work with play or real money and arrange equal values. Make a chart of all possible coin combinations totaling one dollar. Go to the store and match coins with the price of 5 different items under $1.00.	Buying With Sense, Fearon. Mathematics for Today, Oxford Unit 1 - Blue Book Unit 7 - Blue Book Unit 1 - Red Book Unit 4 - Red Book Unit 5 - Red Book Unit 7 - Red Book Unit 8 - Red Book Unit 10 - Red Book

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.5 Combine a group of unlike coins to equal the following coin values: 10¢, 25¢, 50¢, $1.00.	R-2	Play a team or individual game. The last team to add a coin to the pile, so that the total is one dollar, is the winner.	Introduction to Arithmetic, Cambridge Book Company.
3.6 Use the least amount of bills to count a specific value up to: $1.00, $5.00, $10.00, $50.00, $100.00	W-3	Using a menu in a restaurant, make a food selection, total the bill, and count the coins and bills necessary to pay for the meal.	
		Go to a mail order catalog store and choose 3 items to purchase from the catalog. Figure the total bill and count the coins and bills necessary to pay for the purchase.	
3.7 Convert money values from ¢ to $ and from $ to ¢ (i.e., 25¢ = $.25).	added	Demonstrate and discuss placement and use of the ¢ and $ by going into a grocery store and finding 5 examples of items priced using a ¢ sign and 5 examples of items priced using a $ sign.	
3.8 Correctly compute the total cost of a given number of items.	W-2	Go to a car dealer and select a new car. Figure the total price of the car with additional options, sales tax, freight, etc. Go to the local lumber yard and figure the costs involved in a particular home improvement.	(See 3.12 through 3.15B. All of these are good for any money problems.)

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.9 Determine the cost of a given item including sales tax or miscellaneous charges.	P-3 & Q-1	Choose one article of clothing that can be worn on a particular job and figure the total price with sales tax. Figure the total cost of a car repair with parts and labor.	
3.10 Compute a weekly salary given the necessary information.	P-3 & P-4	Compute the weekly salary for four employees when given hourly rate, overtime pay rate, payroll deductions, and hours worked.	
3.11 Identify the cost of an item when it is priced in groups.	P-6	At the grocery store, figure the single price for 10 different items when priced in groups (i.e., 3/$1.00, 2/89¢).	
3.12 Count in paper currency amounts to $100.00 3.13 Count in coins amounts to $10.00. 3.14 Identify the names of coins and paper money to $100.00	W-3 W-3	Given a cash drawer, verbally count and sort the paper currency into groups of $100.00 and the coins into groups of $10.00. Using items less than $1.00, assume role of cashier and customer. Ring up purchases and make change. Continue progressing to $5.00, $10.00, $100.00.	Money Makes Sense, Using Dollars and Sense, Working Makes Sense, Fearon (Could be used for all money problems). Arithmetic Step by Step, Kit A & B, Continental Press Money section level 1.
3.15A Develop a working vocabulary for counting change for a customer.	W-3	Observe clerks counting change. List in order what a clerk does and says. Could tape what a clerk says and act it out with paper money later.	Mathematics for Employment, Part I, pp. 101-107, 112-137, Mafex Associates, Inc.

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.15B Make change on a purchase of less than: $1.00, $5.00, $10.00, $100.00.	W-3		
3.16 Determine purchases by reading price markings.	W-1	Read price markings from tags, ads, service bills, receipts, etc.	Introduction to Arithmetic, Cambridge Book Company.
3.17 Find the difference between two sums of money having up to three digits.	W-4 & Y-8	Go to two different grocery stores to compute and compare the price differences for five items.	
3.18 Select the most economical item from two or more items.	W-4 & Y-8	Go to the grocery store and purchase items suitable for a picnic for four people on a budget of $15.00.	A First Program in Mathematics, Dickenson Publishing Company, Inc.
3.19 Describe where to find and how to use shopping coupons in a retail outlet.		Collect a number of shopping coupons from various sources (newspapers, flyers, magazines, direct mailings, etc.), go on a shopping trip, and use the coupons to purchase needed items.	Mathematics in Living, Banking Book III, and Book I pp. 73-92, Pruett Publishing Company.
3.20 Explain some fake advertising schemes.		Do some independent research into various advertising schemes (the Consumer Protection Agency has many publications on the subject and newspapers also carry many stories on the subject).	
3.21 Explain how one can avoid false advertising schemes.		Develop a strategy of dealing with suspected consumer advertising schemes.	Everyday Business, pp. 45-59, Cal-Central Press.

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Collect samples of advertising from a given job site and explain the advertising policies of the site.	
3.22 Be aware of the value of saving money. 3.23A Complete a form necessary for opening a savings account. 3.23B Complete the necessary form for depositing and/or withdrawing money in a savings account.		After talking to parents and/or other adults about times in their lives when it was necessary to have extra savings, make a list of reasons why people save money. Go to a bank and, with the aid of a banker, complete the forms necessary for opening a savings account and to deposit or withdraw money from that account.	Be Smart About Earning and Spending: Put Your Mind Where Your Money Is!, pp. 10 and 12, Project CLUE. Forms in Your Future, pp. 49-54, 55-58, 59-60, Globe Book Company. Scope Visuals 13 - Getting Applications Right, Scholastic Book Services.
3.24 Determine earnings on money placed in a savings account.	W-8	Call a bank to inquire about interest rates on savings accounts. Practice computing various rates of interest on different sums of money.	Banking, Budgeting and Employment, pp. 22-30, Frank E. Richards Publishing Company, Inc.
3.25 Make entries in a savings passbook.		Given a beginning balance in a savings account, enter three deposits and three withdrawals in a passbook and accurately record each entry.	Mathematics for Adult Living, p. 181, Mafex Associates. Earning, Spending, and Saving, pp. 46-51, Frank E. Richards Publishing Company, Inc.

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.26A Demonstrate an ability for completing a bank form for opening a checking account and for depositing money into that account.	W-7	Fill out the necessary form for opening a checking account in the local bank.	Forms in Your Future, pp. 33-48, Globe Book Company.
3.26B Complete a personal check for a purchase.	W-7	Using sample check blanks, practice filling them out for specified purchases. Use of mail order catalogs for this exercise adds realism and provides useful practice in adding money and computing tax.	Banking, Budgeting, and Employment, pp. 3-19, Frank E. Richards Publishing Company, Inc. Scope Visuals 13 - Getting Applications Right, Scholastic Book Services.
3.26C Maintain accurate records for a checking account, including a checkbook ledger.	W-7	Given $200 to deposit into a checking account, fill out a sample deposit slip and enter the amount on a checkbook record sheet. Then make a series of purchases (at least five) from newspaper ads, catalogs, or sample household bills, writing a check for each, recording them properly, and computing the new balance after each purchase.	Dollars and Sense, Scholastic Book Services. Mathematics in Living, Banking Book II and III, Pruett Publishing Company. Useful Arithmetic, Volume II, pp. 73-77, Frank E. Richards Publishing Company, Inc.
3.26D Reconcile a bank statement.		Using a sample of a blank bank statement, fill out the statement to correspond with the transactions carried out in the previous activity.	Everyday Business, pp. 1-29, Cal - Central Press.
3.26E Demonstrate the ability to accurately endorse a check.	W-7	Practice the proper procedure for endorsing a check and learn about different types of endorsements.	Mathematics for Banking, pp. 78, 83-92, 94, Mafex Associates, Inc.

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.27 Apply for a credit card.	W-10	Obtain copies of credit applications forms such as Mastercard or Amoco and fill out at least two of them.	Forms in Your Future, pp. 73-80, Globe Book Company.
3.28 Explain the contract on the reverse side of the credit card application.	W-9	Read and discuss the written terms on the back of the above credit application forms.	Banking, Budgeting and Employment, p. 38, Frank E. Richards Publishing Company, Inc.
		Record credit obligations on a form when given due dates.	
3.29 Compute interest charges of credit card purchases.	W-8	Compute the interest charge on a purchase of $80.00 if paid $10.00 a month for 8 months.	Scope Visuals 13 - Getting Applications Right, Scholastic Book Services.
		Research the policies for handling credit cards for a given place of employment.	Dollars and Sense, pp. 58-59, Scholastic Book Services.
3.30 Demonstrate an ability to do the computations necessary to maintain appropriate records of credit obligations.	W-9	Discuss the consequence of using too many credit cards or charge accounts and explain how to avoid such pitfalls.	Fill in the Blanks, pp. 39-44, Mafex Associates, Inc.
		Obtain a sample credit balance sheet and determine what information would be needed to double-check the figures.	Mathematics in Living, Book 4, pp. 1-14, Pruett Publishing Company.
3.31 Read a monthly credit statement and appropriately respond to the obligations stated.	W-11	Review five different monthly credit statements and write a short paragraph on the proper procedure to take to satisfy the requirements of the statement with the least amount of expense to the card holder.	Mathematics for Banking, p. 9, Mafex Associates, Inc.

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.32 Read and define words associated with financial institutions, specifically as they relate to: loans, notary public services, money order, travelers checks, safe deposit boxes, savings accounts, checking accounts, etc.	W-6	With the help of a local banker, list and define 25 words used in reference to banking.	Mathematics for Banking, pp. 10-18, Mafex Associates, Inc. Using Money Services, pp. 53-56, Frank E. Richards Publishing Company, Inc.
3.33 Become aware of the various services offered by financial institutions.	W-6	Discuss with a local banker the various services offered by banks. Determine which services would be of personal benefit at this time and which may be of service in the future.	Be Informed on Banking, Unit 10, New Readers Press. Banking, Budgeting, and Employment, pp. 20-21, Frank E. Richards Publishing Company, Inc.
3.34 Be aware of the types of insurance which are usually necessary in adult life (automobile liability, home, etc.) and the costs and procedures involved in securing them.		Talk to an insurance agent about the basic concept of "sharing of losses" and about the different types of insurance available (i.e., "term" vs. "whole-life" life insurance). Question five adults as to the type or types of insurance they carry. Discuss each type.	Family Money Management, pp. 86-91, Steck-Vaughn Company. Dollars and Sense, pp. 78-79, Scholastic Book Services. Be Informed on Buying a Car, Chapter 8, New Readers Press.

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.35 Be aware of the "optional" types of insurance available (life, hospitalization, mortgage, etc.) the costs involved and the possible consequences of being without such policies.		Discuss the "optional" types of insurance with an insurance agent and decide which might be of personal value now and in the future. Make a stack of cards with hypothetical medical situations. With one or more other people draw from the stack and tell under which policy or policies each would be covered (i.e., hospital, surgical, regular medical, major medical).	Driving, pp. 64-65, Scholastic Magazines. Forms in Your Future, pp. 69-72 & 91-98, Globe Book Company. Be Informed on Social Security and Personal Insurance, Unit 5, New Readers Press.
3.36 Become aware of how one's money is being spent.		Keep track for a period of one or two weeks all personal expenses and earnings. Then draw up a budget which might, with improved planning, allow for a bonus purchase.	Banking, Budgeting and Employment, pp. 34, 37, 39, Frank E. Richards Publishing Company, Inc.
3.37 Take responsibility for paying personal bills.		Determine the amount of school and/or work related spending in an average month and use these figures to plan for future expenditures. Choose a personal hobby and determine how much it would cost to pursue.	Dollars and Sense, pp. 12-17, 70-71, Scholastic Book Services. Follett Coping Skills Series - Budgeting, Follett Publishing Company.

COURSE: MATH

GOAL: M-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.38 Understand fixed expenses and be aware of methods of payment and penalties for late payment.		Make a list of the most common operating costs for personal and/or company vehicles for one month and use these figures to plan for future expenditures.	The Learning Skills Series: Arithmetic, Books A_D, Chapter 6, pp. 118-173, Webster Division/McGraw-Hill.
3.39 Know what expenses must be met on an irregular basis and be able to plan for them.		Interview several adults to find out what bills they pay on a regular basis, how or where they pay them, and what penalties, if any, are assessed for late payment. Also, find out what expenses these people incur on an irregular basis and how they plan ahead for such expenses.	Real Life Reading Skills, pp. 116-117, Scholastic Book Services. Read the Instructions First, pp. 50-51, New Readers Press.

COURSE: MATH

GOAL: M-4 Know and convert equivalent units of time on a radial and/or digital clock.

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
4.1 When presented with clock faces showing time, indicate the time shown on each clock face. The clock faces will show time to the. . .(list as appropriate.	R-4	Using a stopwatch, read times in minutes and seconds. Using a real alarm clock, set the alarm on the clock for a specific time during the day. Use time for daily activities (i.e., follow a daily school schedule, compute total cooking and preparation time, etc.).	Introduction to Arithmetic, Cambridge Book Company. Arithmetic That We Need, pp. 59-67, Frank E. Richards Publishing Company, Inc.
4.2 Identify and convert equivalent units of time.	R-5 & R-6	Make a poster of time equivalents. Practice converting time units (i.e., number of hours worked to minutes, etc.).	
4.3 Name in order: days of week, months of year, holidays, and seasons.		Given a calendar with the holidays marked, identify what month of the year the holiday falls and vice versa. Use a daily calendar exercise to discuss days, months, holiday, and seasons. Keep and mark a daily calendar.	Introduction to Arithmetic, Cambridge Book Company. Mathematics Around Us, pp. 115-116, Scott Foresman and Company.
4.4 Convert equivalent calendar units.	R-7 & R-8	Count how many days worked in a given year and convert that number of weeks and then to number of months.	

COURSE: MATH

GOAL: M-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
4.5 Correctly spell, capitalize, and punctuate the days of the week, and/or the abbreviations for the days of the week.	J-7	Make a weekly schedule of appointments and things to do writing the days of the week as headings. Using a T.V. Guide, look up at least 5 different programs and write the days of the week they are televised.	Mathematics in Living, Banking Book III, Pruett Publishing Company.
4.6 Correctly spell, capitalize, and punctuate the months of the year and/or the abbreviations for the months of the year.	J-8 & R-10	Interview 10 people to determine their date of birth. Write the month, day, and year using words, numbers, and then abbreviations.	Useful Arithmetic, Volume II, pp. 9-10, Frank E. Richards Publishing Company, Inc.
4.7 When visually presented with a list of numerals, read and spell the number words.	J-6 & D-6	Use check blanks to write number accounts. Cover the numbers on cancelled checks and practice translating the amounts written in words to numbers.	
4.8 Figure future time (i.e., "two hours from _____): hour, half-hour, quarter-hour, five minutes.	V-18	Make a daily schedule projecting at what specific times in the day a given event, appointment or task will occur. Given the time of day an employee begins work, state the time he/she will be through assuming an 8 hour work day and hour break for lunch.	Introduction to Arithmetic, Cambridge Book Company.
4.9 Figure past time (i.e., "What time was it ____ hours ago?"): hour, half-hour, quarter-hour, five minutes.	V-19	After a day at school or work, cite five events that took place and the approximate time of occurance.	

COURSE: MATH

GOAL: M-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
4.10 Compute time durations given two specified times.	V-20	Using an actual payroll time card, compute the total number of hours worked, including overtime. Plan a trip to Europe and write an itinerary complete with departure and arrival times at all the cities he/she wishes to see.	Introduction to Arithmetic, Cambridge Book Company. Working Makes Sense, pp. 3-14 and 95-98, Fearon Publishers, Inc. Banking, Budgeting, and Employment, pp. 56-58, Frank E. Richards Publishing Company, Inc. Mathematics for Adult Living, pp. 109-159, Mafex Associates.

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COURSE: MATH

GOAL: M-5 Read and interpret information on schedules, maps, and tables.

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
5.1 Read and interpret information found in tables.	X-8	Given a mileage table and a list of six pairs of cities, determine the distance between each of the six pairs of cities using the table.	Mathematics for Today, Blue Level, Oxford Book Company.
5.2 Calculate distance using maps and scale drawings.	X-10	Use old travel plans of employees to calculate the total distance traveled by an employee in a period of one week.	
5.3 Read and interpret information from a schedule.	X-9, G-1 & G-2	Plan a trip across town or county using bus and/or plane schedules. Determine the best route and mode of transportation from home to place of employment.	
5.4 Identify the information needed to construct a bar graph and then explain the information to others.	G-3	Construct a graph showing the high temperature each day for a week in relationship to the high temperature on the same date of the previous year.	Mathematics for Today, Blue Level, Oxford Book Company.
		Construct a bar graph with five categories when given the raw data concerning attendance, wages, etc.	Continuing Arithmetic Skills, pp. 112-114, Webster Division/McGraw-Hill.
5.5 Gather information, draw a pictograph, and present the material to others.	G-3	Draw a pictograph after researching the Rockefeller brothers to find out how much money each is worth. Use a dollar sign ($) to represent an amount of money (i.e., $100 million).	

COURSE: MATH

GOAL: M-5 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
5.6 Present information to others in the form of a circle graph.	G-3	Construct a circle graph when given the sales, cost and production percentages from a particular job site.	Continuing Arithmetic Skills, p. 134, Webster Division/McGraw-Hill.
5.7 Gather information, prepare a line graph, and present the material to others.	G-3	Research the number of games won in five consecutive years by a football team of choice and plot the information on a grid forming a line graph.	
5.8 Know when a work permit is needed and how to obtain one.		Contact Job Service of Iowa to find out when a work permit is required, obtain one and practice filling one out.	My Job Application File, pp. 14-15, Janus Book Publishers.
5.9 Obtain a copy of one's birth certificate if it is required for a job application.		Contact the Social Security office to find out how to obtain a copy of a birth certificate.	Banking, Budgeting, and Employment, pp. 49-50, Frank E. Richards Publishing Co., Inc.
5.10 Apply for a Social Security card and be aware of its various uses.	V-6	Refer to the Yellow Pages for the nearest Social Security office and contact them to obtain information on applying for a Social Security card. Discuss with them the various uses for a Social Security card, also.	Finding Work, pp. 45-47, Follett Publishing Company. Forms in Your Future, pp. 7-16, 19-22, Globe Book Co.
5:11 Read and understand the language of job application forms and to fill out a form successfully.	V-12 & V-13	Collect a number of job application forms and practice filling them out at first with help and then independently.	The Jobs Book: How to Find and Keep a Job, pp. 31, 38-39, Scholastic Book Services.

COURSE: MATH

GOAL: M-5 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
5:12 Complete a W-4 form properly.	V-17	Obtain copies of W-4 forms from the school's central office and practice filling them out. Discuss vocabulary and terms with an adult, particulary the portion of the form which deals with the number of dependents.	Getting Applications Right, Scope Visuals 13, Scholastic Book Services.
5:13 File a federal income tax return, form 1040A properly.	V-22		Real Life Reading Skills, pp. 46-47, Scholastic Book Services
5.14 Understand and use a payroll time card.	V-20	Given the necessary information, practice filling out the necessary forms to file a federal income tax return.	Job Application Language, Janus Book Publishers.
5.15 Explain each section of a Statement of Earnings and Deductions.	V-21	Obtain blank payroll time cards and practice "punching in and out" on the school's time clock, or one that is available.	Mathematics for Adult Living, pp. 109-159, Mafex Associates.
		Obtain sample wage statements and discuss the meaning of various abbreviations and terms with employers.	Working Makes Sense, pp. 41-42 (deductions), Fearon Publishers, Inc.

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Be Informed on Buying a Car, New Readers Press, Syracuse, NY 13200

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Everyday Business, Cal-Central Press, 2629 Fifth Street, P.O. Box 551, Sacramento, CA 95800

Family Money Management, Steck-Vaughn Company, Austin, TX 78700

Figure It Out, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, IL 60607

Fill in the Blanks, Mafex Associates, Inc., 90 Cherry Street, P.O. Box 519, Johnstown, PA 15907

Finding Work, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, IL 60607

Fix-A-Fraction Circles, DLM, P.O. Box 88070, Dallas, TX 75388

Fix-A-Fraction Squares, DLM, P.O. Box 88070, Dallas, TX 75388

Follett Coping Skills Series - Budgeting, Follett, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, IL 60607

Forms in Your Future, Globe Book Company, 175 5th Avenue, New York, NY 10010

Getting Applications Right, Scholastic Book Services, 50 West 44th Street, New York, NY 10036

Introduction to Arithmetic, Cambridge Book Company

Introduction to Modern Mathematics, Encyclopedia Britannica Education Corporation, 425 N. Michigan Avenue, Chicago, IL 60611

Job Application Language, Janus Book Publishers, 3541 Investment Boulevard, Suite 5, Hayward, CA 94545

The Jobs Book: How to Find and Keep a Job, Scholastic Book Services, 50 West 44th Street, New York, NY 100316

The Learning Skills Series: Arithmetic, Webster Division/McGraw Hill, Del Monte Research Park, Monterey, CA 93940

Mathematics Around Us, Scott Foresman and Company, 1900 E. Lake Avenue, Glenview, IL 60025

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Using Dollars and Sense, Fearon, Six Darrs Drive, Belmont, CA 94002

Using Money Services, Frank E. Richards Publishing Company, Inc., P.O. Box 66, Phoenix, NY 03135

Working Makes Sense, Fearon, Six Darrs Drive, Belmont, CA 94002

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